



## Service and Program Awards Application Cover Sheet

**Category:**

Lived Experience Leadership

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**Entry Title:**

World of Difference service user education and research team

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**Name of  
Applicant:**

Sarah Gordon

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**Organisation:**

University of Otago Wellington

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# Overview

The World of Difference service user education and research team develops, delivers and evaluates service user-led and co-produced education and research focused on ending discrimination, promoting recovery, inclusion and respect for human rights for those who experience mental distress. Work toward the establishment of this team commenced in 2011. The World of Difference name was adopted in 2017 and specifically related to the Like Minds, Like Mine Anti-Stigma and Discrimination Education Projects, funded by the Health Promotion Agency. It has since been applied to the team and our work generally.

Currently active and recent projects of this team include:

- (1) Like Minds, Like Mine Anti-Stigma and Discrimination Education Project – Medical Students – service user-led education project (Presently active)
- (2) Like Minds, Like Mine Anti-Stigma and Discrimination Education Project – Police – service user-led education project (Presently active)
- (3) Evaluation of Integrated Mental Health Therapies for 18-25 year olds (Piki Pilot) – co-produced research project (Presently active)
- (4) Responding to citizens in mental distress: Exploring the preventative role of community police – co-produced research project (Presently active)
- (5) Aotearoa/New Zealand: Social Inclusion, Exclusion, Capital and the experience of mental distress – service user-led research project
- (6) Taku Reo, Taku Mauri Ora: My Voice, My Life - A self-e-management recovery resource – service user-led research project
- (7) What Works: Positive experiences in open employment of mental health service users – service user-led research project
- (8) Development of eLearning package for the New Zealand Police – service user-led education project
- (9) Like Minds, Like Mine literature review – service user-led research project
- (8) Evaluation of the eLearning package developed for the New Zealand Police – service user-led research project

The focus of the present award entry is on projects 1-4, all of which are presently active.

# Like Minds, Like Mine Anti-Stigma and Discrimination Education Project – Medical Students

This work is funded through the Like Minds, Like Mine programme, which is led by the Health Promotion Agency.

## ***Evidence of participation of mental health consumers in the planning, implementation and evaluation of mental health service delivery.***

This programme is fully developed, delivered and evaluated by service users.

## ***Evidence of innovation and/or recognised best practice.***

The current program – World of Difference - is based on the World Health Organisation Quality Rights Initiative training tools<sup>1</sup> in addition to the latest evidence-based literature pertaining specifically to countering healthcare provider prejudice and discrimination.

To our knowledge it is the most extensive service user-led program being delivered to undergraduate (5<sup>th</sup> and 6<sup>th</sup> year) medical students.

## ***Description of program***

The overall learning objectives see an emphasis in 5<sup>th</sup> year on promoting recovery and wellbeing and the impact of stereotypes, prejudice and discrimination on recovery and wellbeing; and an emphasis in 6<sup>th</sup> year on respecting and protecting people's human rights and the impact of the denial of human rights on recovery and wellbeing.

Structural elements of teaching at each year include:

- A 6-hour workshop
- A one day placement with a service user-led and recovery focussed service
- An assessment in the form of a personal reflection (that students are required to pass)
- Required readings; and
- One optional tutorial.

The programme is delivered to 100 students at each year level.

## ***Verification of effectiveness***

We now have a number of information sources that serve to support reflection on the impact of the programme.

At the most basic level, there are the pre/post workshop evaluations (see Appendix A & B). These show that self-rated knowledge in relation to the objectives of the programme is shifting from a low/medium level to a medium/high level. Confidence in working with people who experience mental distress is similarly shifting in this manner. Facilitator skill is

generally rated favourably. Similarly most students would recommend the programme to their peers and believe it is one that adds value to their existing and/or future practice. Interestingly, a sizeable number of 5<sup>th</sup> year students report that they are more likely to specialise in psychiatry as a result of having done the workshops although 6<sup>th</sup> year students are predominantly 'not sure' in relation to this. In terms of general feedback, what is consistently identified as being of most value in terms of the workshops is the facilitators coming from the lived experience perspective.

Attitude change, measured using the Recovery Attitudes Questionnaire and the Opening Minds Scale has shown statistically significant reductions, reflecting more favourable attitudes, in the RAQ and/or OMS scores after completion of various iterations of the more comprehensive programme (papers in preparation). This is in contrast to when the programme was less comprehensive and no attitudinal change in response was observed.

In terms of quality improvement practice, these information sources are reviewed each year and the programmes revised in response.

***Evidence of a significant contribution to the field of mental health on a local, state or national level/ Evidence of partnerships and linkages (collaboration for continuity between organisations)***

This programme is contributing significantly to the field of mental health by shifting attitudes and effecting sustainable, inclusive behaviours of these future health professionals.

The World of Difference programme is now being recognised at a national level with the World of Difference team supporting and mentoring other organisations to implement the programme with other healthcare students and healthcare providers. This includes:

- Auckland University of Technology: through a post-graduate health science paper, through their undergraduate paramedicine programme and through their undergraduate nursing programme
- Massey University: through their clinical psychology programme
- Capital and Coast District Health Board: through their in-service training programme.

<sup>1</sup> [https://www.who.int/mental\\_health/policy/quality\\_rights/guidance\\_training\\_tools/en/](https://www.who.int/mental_health/policy/quality_rights/guidance_training_tools/en/)

## Like Minds, Like Mine Anti-Stigma and Discrimination Education Project – Police

This work is funded through the Like Minds, Like Mine programme, which is led by the Health Promotion Agency.

***Evidence of participation of mental health consumers in the planning, implementation and evaluation of mental health service delivery.***

This programme is fully developed, delivered and evaluated by service users.

***Evidence of innovation and/or recognised best practice.***

Consistent with international trends, New Zealand Police have seen a rapid growth in the number of mental health related events they are being required to respond to. In response, in 2013 the New Zealand Police established a dedicated team and committed resource to the aim of improving the police response to people with mental distress. This included an overhaul of the existing training programmes. In contrast to previous training which had always been delivered by clinicians with a strong biomedical psychopathology focus the New Zealand Police took the unprecedented approach of commissioning the development, delivery and evaluation of service-user led contact-based mental health training programmes, with a focus on countering stigma and discrimination. To our knowledge, this is the most extensive programme of this nature being delivered to Police.

The training is based on recognised best practice in terms of the training being embedded across the organisation; including multiple forms or points of interpersonal contact between people with experience of mental distress & the target group (the Police) that are repeated over time; contact-based education tailored to specific roles within the Police being developed and delivered; and more interactive, scenario-based learning/engagement being facilitated.

***Description of program***

The various components of the programme include:

**E-Learning:** Three half-hour modules were developed and delivered in sequence, with the two final modules building on the content of the previous module(s). In support of the overarching framework, all modules combined the countering of negative ideas and myths, attitudes and behaviours, with affirming positive ideas, attitudes and behaviours towards people who experience mental distress. More specifically, Module 1 focussed on the recognition of mental distress; Module 2 focussed on engagement with, and responding to, people with mental distress; whilst Module 3 focussed on the awareness of suicide.

The interpersonal contact aspect of the e-Learning was achieved by having eight people with experience of mental distress and engagement with the police when experiencing mental distress– facilitating the modules as subject matter experts.

A service user informed framework of best-practice engagement was developed and Police were supported to apply this through interactive/scenario based learning.

The eLearning is intended for completion by all Police staff (14,000).

**Recruit training:** At the commencement of their mental health training, the recruits receive a two hour face-to-face workshop facilitated by three service users who have experience of mental distress and engagement with the police when experiencing mental distress. The

focus of this session is on supporting interpersonal contact between the facilitators and the recruits to support understanding about mental distress and the ability to recognise mental distress, countering stigma and discrimination, and introducing the recruits to the service user informed framework of best-practice engagement. The recruits are then required to complete the eLearning modules.

This training is delivered to approximately 1000 recruits each year.

**Communications staff training:** The eLearning training was developed specifically for front-line operation staff. However it has been rolled out through the entire organisation, including communications staff. The evaluation of the eLearning from the perspective of communications staff is that they found it to be of value but were keen on something more tailored to their role. The World of Difference team worked with communications personnel to develop, deliver and evaluate a tailored two hour face-to-face contact-based workshop. This workshop was particularly focused on identifying and countering unconscious bias and applying the service user informed framework of best-practice engagement to the work of communications staff.

A total of 36 workshops were delivered to approximately 800 communications staff in 2019.

### ***Verification of effectiveness***

A qualitative formative assessment of the e-Learning highlighted apparent attitudinal and behavioural changes - enhanced intrapersonal attitudes (empathy, confidence, patience) that were connected with enhanced interpersonal behaviours (identifying the signs, questioning, language use, listening) impacting on recognising and engaging people with experience of mental distress<sup>1</sup>. However, the data also suggested a number of barriers to implementing the e-Learning in order to effect changes in facilitating a police response. These barriers include widespread issues of limited resourcing and difficulties with inter-agency working.

The pre/post workshop evaluations of the recruit workshops (see Appendix C) show that self-rated knowledge in relation to the objectives of the programme is shifting from a low/medium level to a medium/high level. Confidence in working with people who experience mental distress is similarly shifting in this manner. Facilitator skill is rated highly. Similarly most students would recommend the programme to their peers and believe it is one that adds value to their existing and/or future practice. Almost all (96% of participants) would recommend this training to their peers.

Attitudinal and behavioural change in response to the communication staff training is currently being collected and analysed and will be reported in 2020.

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<sup>1</sup> Davey, S., Gordon, S., & Tester, R. (2019). Addressing police discrimination regarding mental distress using a service user-led and interpersonal contact/education based "e-Learning". *Police Practice and Research*. <https://doi.org/10.1080/15614263.2019.1689128>

Similar to the medical student education programme, what is consistently identified as being of most value in terms of the workshops is the facilitators coming from the lived experience perspective.

***Evidence of a significant contribution to the field of mental health on a local, state or national level***

The various components of the Police programme contribute significantly to mental health on a national level by supporting the New Zealand Police to recognise, engage and respond to people experiencing mental distress in a way that is understanding, communicative, compassionate and respectful.

## Evaluation of Integrated Mental Health Therapies for 18-25 year olds (Piki Pilot) – co-produced research project

This work is funded by the Ministry of Health via Tu Ora.

Piki is a pilot service delivery initiative designed to increase the access of young people aged 18-25 years in the Wellington region to a range of integrated psychological therapies and supports within a stepped care model.

***Evidence of participation of mental health consumers in the planning, implementation and evaluation of mental health service delivery.***

Service users are involved in the co-design and co-evaluation of the Piki project.

***Evidence of innovation and/or recognised best practice.***

In response to the request for proposals the World of Difference team advocated strongly for an innovative aspect of the tender for the proposed service be an explicit focus on genuine co-production through co-planning, co-design, co-delivery and co-evaluation with service users. The tender was successful. The World of Difference team is responsible for working with the relevant others in support of the co-design and co-evaluation elements, with another provider responsible for the co-delivery of peer support.

The focus of this component of the award entry is on the processes of co-design and co-evaluation as opposed to the actual service that has been established and is operational.

### **Co-design**

Four service user academics from the World of Difference team were engaged to be involved in the co-design/co-evaluation components of the project. In addition a youth reference group of 10 services users aged 18-24, including specifically those that represent groups of this age who disproportionately experience mental distress and/or do not typically seek, or access, support particularly, was convened. This groups was tasked with

reviewing and advising on the proposed model of care, strategies to support optimisation/acceptability of the service, and the proposed evaluation design.

The co-designed process has had both successes and challenges. The project has demonstrated an ability to respond to and deploy significant elements of co-design in terms of the measurement requirements for clinical practice and evaluation, branding and ongoing modification of service user pathways. Four main things have impacted negatively on how the element of co-design with service users has been operationalised through the pilot so far: (a) the compressed timeframe which eliminated the dedicated design period; (b) an infrastructure that involves multiple groups hierarchical and siloed in nature which serves to privilege service provider perspectives and priorities (c) varying expectations of the various parties about the nature of co-design and the extent to which the model of care could be modified; and (d) the lack of involvement of those service users that face multiple disadvantage and are currently underserved. These are critical learnings in terms of the co-design of projects.

### **Co-evaluation**

The four service user academics together with the youth service user reference group are involved in all aspects of the design, data collection, analysis and reporting of both the quantitative and qualitative aspects of the evaluation. A particular area of evaluation that is being led by the service user team is the qualitative investigation of client experiences in response to accessing the Piki service. More specifically this involves identifying and comparing common themes of recovery experiences across the three interventions employed within Piki (CBT therapy only, Peer Support only, or a combination of both). The aim is to provide a rich description of how a particular model of care has (or has not) contributed to a client's recovery journey, based on their reflection of how much the chosen method was able to minimise the impact of mental distress and maximise wellbeing. An additional component of this part of the evaluation will involve interviewing CBT therapists and Peer Support workers to identify common themes relating to their experience of co-production. The participation of the youth service user reference group in this part of the evaluation is extensive. To date, they have been involved in the design of the semi-structured interview schedules. In order to facilitate their contribution to the analysis, the method of thematic analysis will be introduced to the group and they will be supported to work to identify emergent themes from both service users, and service providers.

### ***Evidence of a significant contribution to the field of mental health on a local, state or national level***

The difference in perspective facilitated through the involvement of service users in this project is contributing significantly to the field of mental health at a local level by enhancing the design and evaluation of the service. The application of that knowledge will then inform the planned national scale-up of the service, hence also contributing significantly at that level.

To our knowledge this is one of the most extensive genuinely co-produced projects. The learnings from this project will contribute significantly to the knowledge base in terms of co-produced service delivery projects. As an example, the first paper published on the project provides valuable insights into allyship in the context of co-production<sup>2</sup>.

Service user academia capacity building is also being supported through one of the World of Difference team members undertaking her doctorate as part of the work.

## Responding to citizens in mental distress: Exploring the preventative role of community police – co-produced research project

This project is funded by the Royal Marsden Research fund, one of the most preeminent New Zealand research funders.

This three-year co-produced qualitative study is exploring how the police's preventative, victim-centred policy is operationalised and experienced when police respond to mental health events in the community.

There are three interrelated objectives to the project:

1. The police experience objective. The part of the study commences by observing the micro practices of police and moving towards a collective construction of policing in the context of mental health events. The outcome of this objective will describe how police use preventative principles in their daily work, the interactions that occur between police and citizens, and the challenges police face as they negotiate a resolution to a mental health event.

2. The citizen experience objective. This part of the study explores citizens' experiences of police encounters while in mental distress. Elements of a New Zealand-based and service-user designed best practice guideline for police is framing data collection, extending existing international procedural justice frameworks. The objective is to co-produce stories with citizens, which indicate the role police played in mitigating or increasing mental distress.

3. The synthesis objective. The part of the study will bring the team and oversight committee together to compare and contrast the findings from objectives one and two. The objective will be to synthesize the citizen and police experience to provide a rich description of policing in mental health events within the social, political and cultural environment, as

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<sup>2</sup> Gordon, S., Dowell, T., Fedchuk, D., Gardiner, T., Garrett, S., Hilder, J., Mathieson, F., Stubbe, M., & Tester, R. (In press). Reflections on Allyship in the Context of a Co-produced Evaluation of a Youth Integrated Therapies Mental Health Intervention. *Qualitative Research in Psychology*.

well as consider the implications for police policy and practice and existing theories of procedurally just policing.

***Evidence of participation of mental health consumers in the planning, implementation and evaluation of mental health service delivery.***

Being led by Sarah Gordon (World of Difference team lead), service users are involved in the co-production at all levels and through all aspects of this project.

***Evidence of innovation and/or recognised best practice.***

The study is underpinned by a co-production methodology where the team is working with police and with citizens who experience mental distress over the course of the research.

The study demonstrates genuine co-production beginning with Drs Katey Thom and Sarah Gordon (from the World of Difference team), as joint Principal Investigators, partnering to bring service user and interdisciplinary leadership to the project. They are supported by a research team comprising members with a diverse range of skills and experience including experience of mental distress, working with Māori communities, and working with the police and consumers.

An oversight committee (composed of service users and police) engages with the research team to ensure fidelity to the co-production principles for the entire project.

***Evidence of a significant contribution to the field of mental health on a local, state or national level***

For the first time internationally, our study will provide in-depth accounts of how police policy translates into practice, and assess whether the preventative, victim-centred policy captures the realities of citizens and police across diverse communities. It will contribute significantly at a local, national and international level by producing new perspectives on how to improve police responses to people who experience mental distress in the community, and inform evidence-based strategies.

To our knowledge this is one of the most extensive genuinely co-produced projects. The combination of the teams' skills, knowledge and experience will lead to methodological advancements in the novel area of co-production research.

Co-produced research capacity building is also being supported through a Masters and two PhDs being undertaken based on the work.

***Evidence of partnerships and linkages (collaboration for continuity between organisations)***

The active partnership with, and participation of, the Police on this project will ensure translation of results into policy and practice.

# International reach

The work of the World of Difference is now being recognised internationally with numerous invited presentations at international conferences; and an exponentially increasing number of publications.

A selection of these include:

## **Publications**

Gordon, S., Dowell, T., Fedchuk, D., Gardiner, T., Garrett, S., Hilder, J., Mathieson, F., Stubbe, M., & Tester, R. (In press). Reflections on Allyship in the Context of a Co-produced Evaluation of a Youth Integrated Therapies Mental Health Intervention. *Qualitative Research in Psychology*.

Gordon, S., & Higgins, M.J. (In press). The perspectives of a service user academic and a psychiatric trainee on engagement in supervision. *Irish Journal of Psychiatric Medicine*.

Newton-Howes, G., Gordon, S., & Fedchuk, D. (2019). Making the World of Difference: A Service User-led education program reshaping the learning environment in psychiatry. *Australasian Psychiatry*. <https://doi.org/10.1177/1039856219878647>

Davey, S., Gordon, S., & Tester, R. (2019). Addressing police discrimination regarding mental distress using a service user-led and interpersonal contact/education based "e-Learning". *Police Practice and Research*. <https://doi.org/10.1080/15614263.2019.1689128>

**Gordon, S., & O'Brien, A.J. (Eds.) (2018).** Co-production: Power, problems and possibilities. *International Journal of Mental Health Nursing* [Special issue], 27(4), 1199-1300.

Newton-Howes, G., Beverley, G., Ellis, P., Gordon, S., & Levack, W. (2018). What do final year medical students understand by the concept of recovery? A qualitative descriptive study. *Academic Psychiatry*, 42(3), 382-385.

Ashton, L., Gordon, S., & Reeves, R. (2017). Key ingredients - target groups, methods and messages, and evaluation - of local level, public stigma reduction interventions. *Community Mental Health Journal*, 1-22.

Davey, S., & Gordon, S. (2017). Definitions of social inclusion and social exclusion: the invisibility of mental illness and the social conditions of participation. *International Journal of Culture and Mental Health*, 1-9.

## **Presentations**

Service User Academia symposium 2017, 2018, 2019

International Together Against Stigma conference 2015, 2019

Academic Psychiatry Annual meeting 2019

Royal Australian and New Zealand College of Psychiatrist congress 2018, 2020

Association for Medical Education in Europe (AMEE) Conference 2020, 2017, 2014, 2013

The Mental Health Services conference

The 5<sup>th</sup> International Conference on Law Enforcement and Public Health 2019

35<sup>th</sup> International Congress on Law and Mental Health 2017

International Congress of the Pacific Rim College of Psychiatrists 2018

Australasian Association of Bioethics and Health Law 2019

# Conclusion

Service user involvement in the planning, delivery and evaluation of mental health services has progressively developed since the early 1990s. The equivalent involvement in academia is still in its infancy. The World of Difference team is one of the leaders in advancing service user academia through an extensive program of both service user-led and co-produced education and research. The present entry provides details and evidence of how this team and program address all the criterion relevant to the lived experience leadership award category, including:

- Evidence of a significant contribution to the field of mental health on a local, national and international level
- Evidence of innovation and/or recognised best practice
- Evidence of the leadership and participation of mental health consumers in mental health education and research
- Evidence of partnerships and linkages
- Verification of effectiveness.

Our overarching and most significant contribution through this work is progressing our ultimate goal of creating a different world – one where our experiences of mental distress are recognised and respected as an element of natural human difference and diversity, and are **no** barrier to us being able to experience recovery, inclusion, and to exercise our human rights on an equal basis with all others: a World of Difference that will make the World of Difference to those of us who experience mental distress.

# Referees

## 1. Meredith Cole

Mental Health Team | New Zealand Police  
Police National Headquarters | 180 Molesworth Street | PO Box 3017 | Wellington 6011



## 2. Katey Thom

Senior Lecturer, PhD  
Centre for Non-Adversarial Justice, Law School  
Auckland University of Technology



# Appendix A

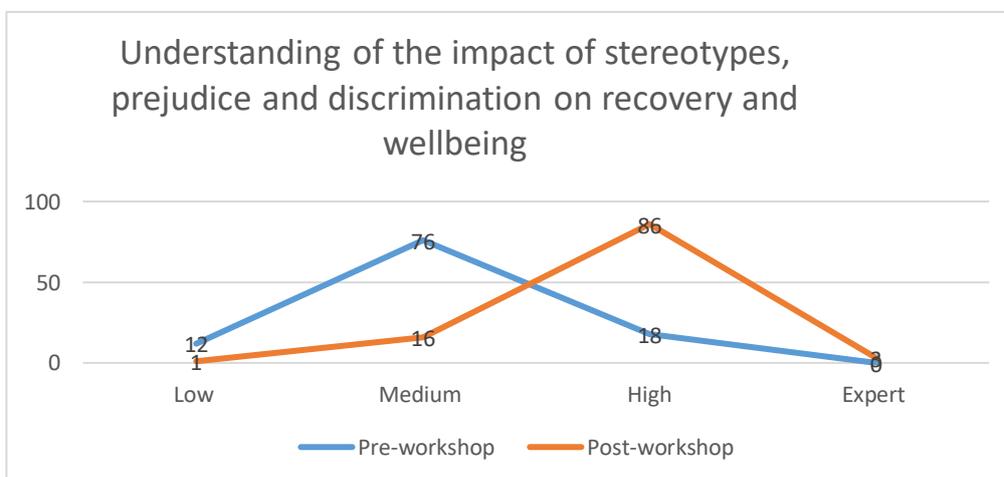
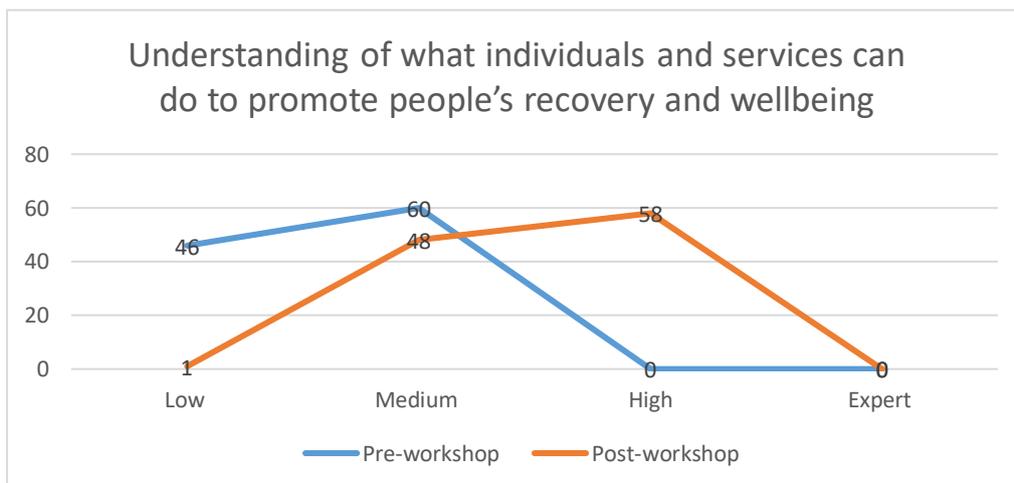
Six workshops were delivered to the 5<sup>th</sup> year medical students in 2019, with a total of 106 workshop evaluations completed.

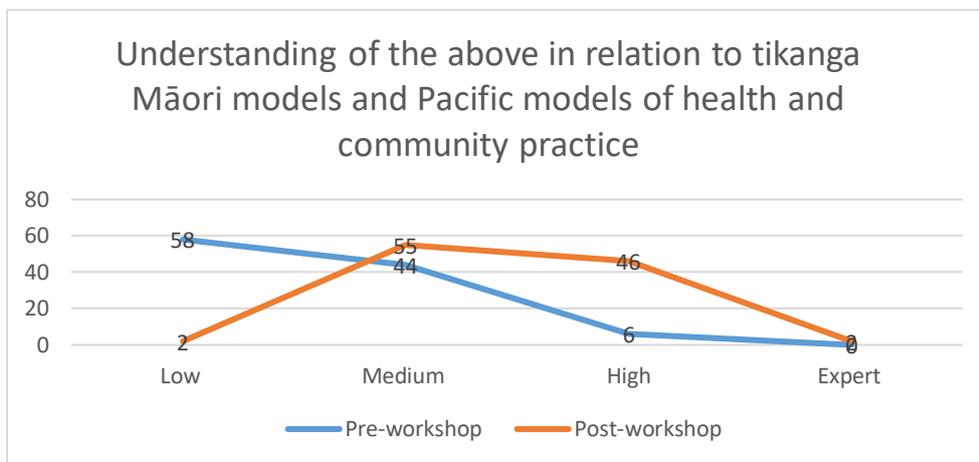
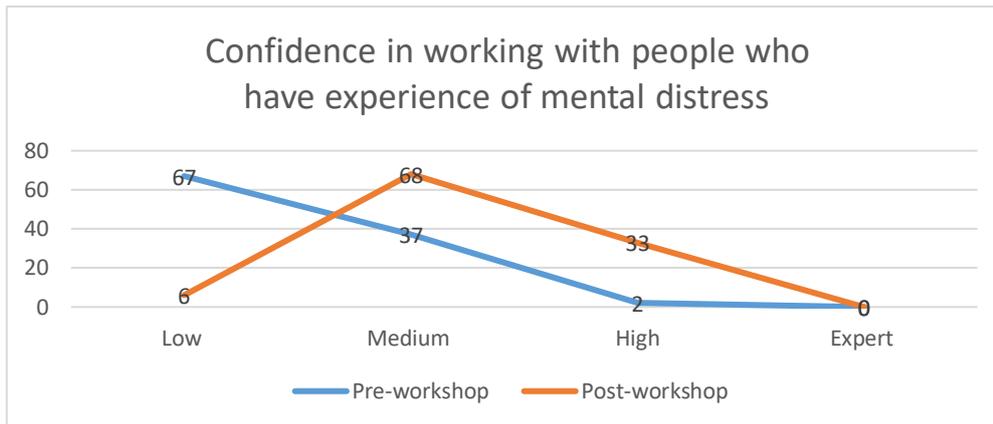
## Part 1: Student Evaluation of the Service User Led Workshops

At the beginning of each workshop participants were asked to rate their current level (low-expert) of their:

- Understanding of what individuals and services can do to promote people’s recovery and wellbeing
- Understanding of the impact of stereotypes, prejudice and discrimination on recovery and wellbeing
- Understanding of the above in relation to tikanga Māori models and Pacific models of health and community practice
- Confidence in working with people who have experience of mental distress

This Likert scale was repeated at the completion of the workshop. The summary presenting the distribution of responses are as follows:





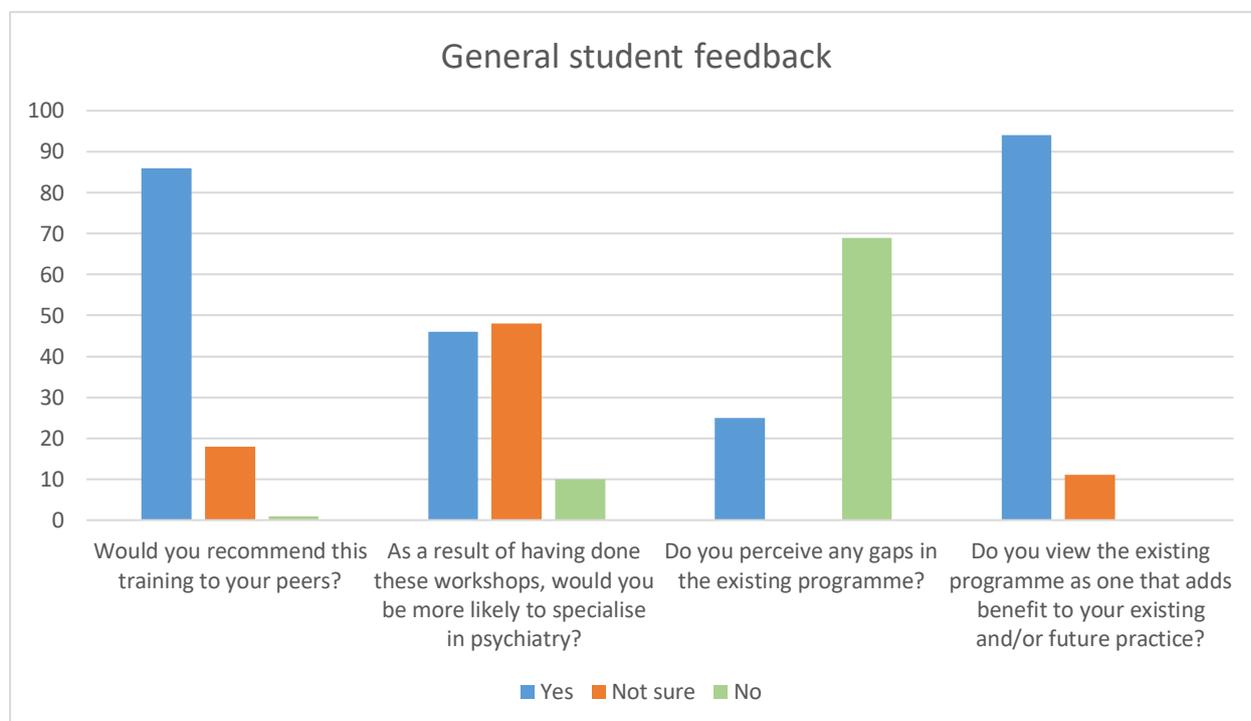
## Part 2: Student Evaluation of Facilitators

Participants were asked to provide feedback about the **Facilitators** on a 4 –point scale. Options were “strongly agree”, “agree”, “disagree” and “strongly disagree”. Responses are recorded below.



### Part 3: Overall Evaluation Responses: General student feedback

Participants were asked to provide their subjective opinion of the workshop using a 3 point scale: “yes”, “not sure” and “no”. They were also asked to provide any other comments they may have had in association with the workshop. Responses are recorded below.



## Appendix B

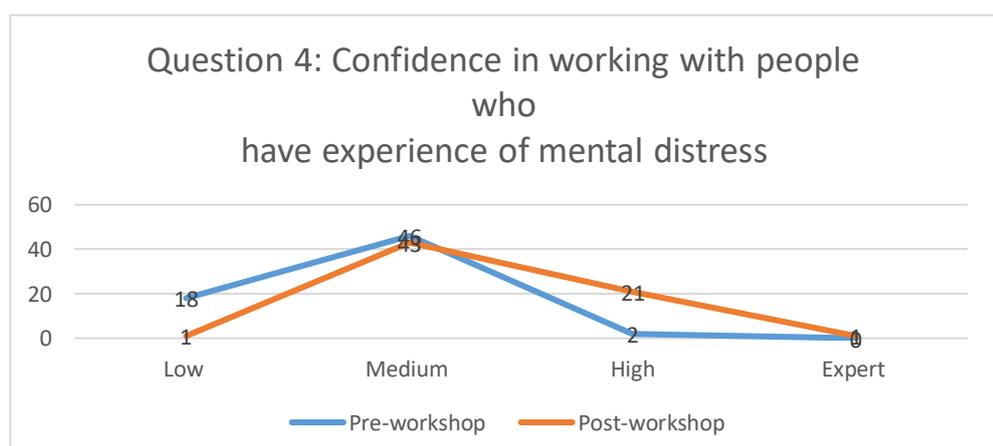
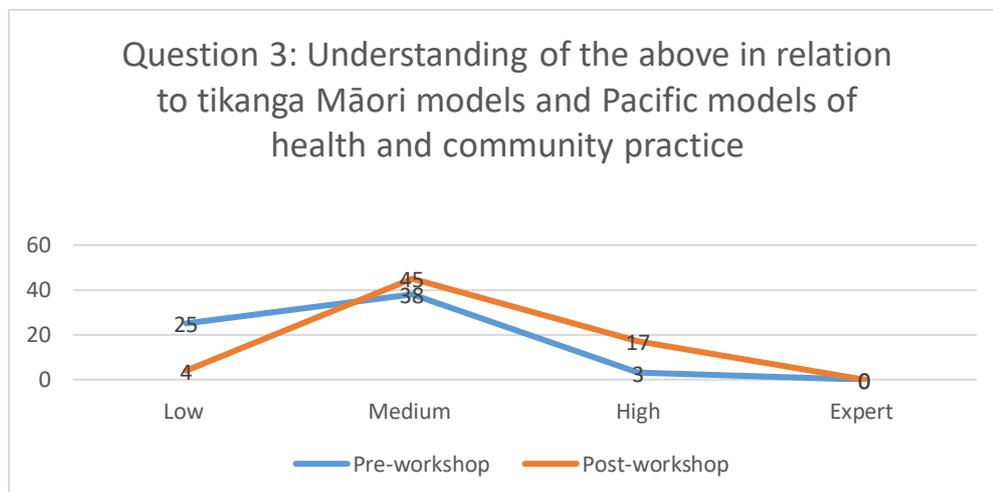
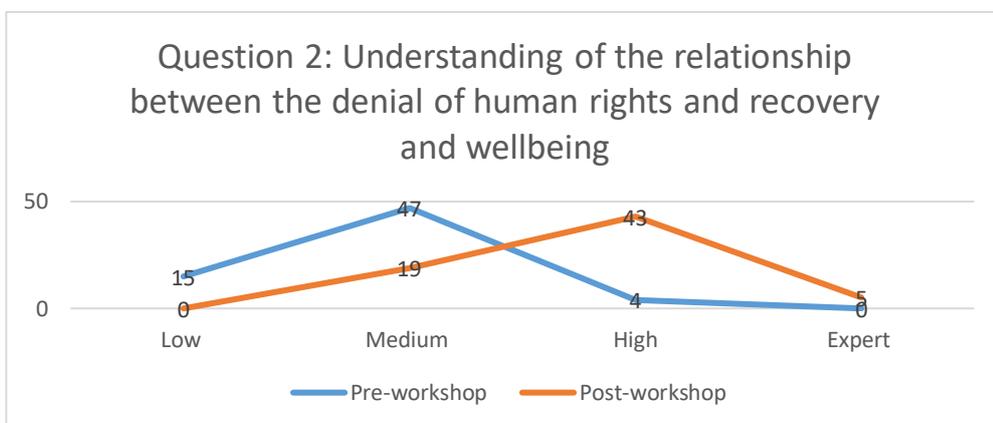
Between November 2018 and November 2019, 12 workshops were delivered at Trainee Intern level. A total of 66 evaluation forms were completed.

### Part 1: Student Evaluation of the Service User Led Workshops

At the beginning of each workshop participants were asked to rate their current level (low-expert) of their:

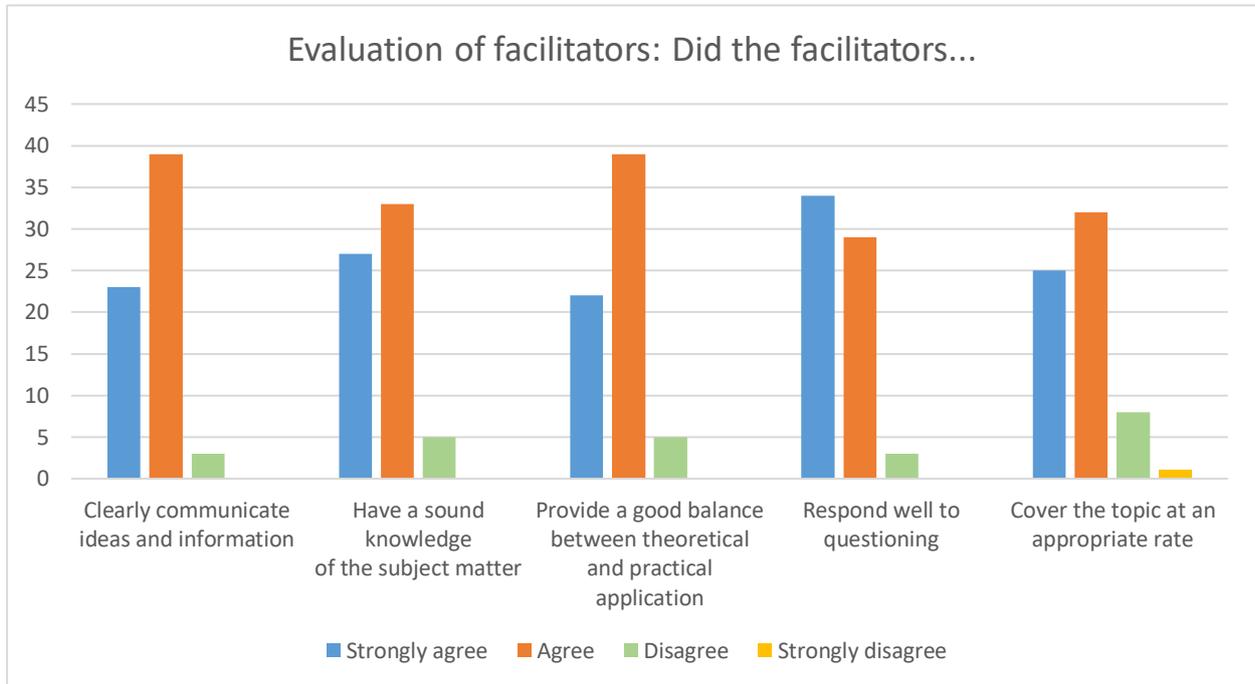
- Understanding of what individuals and services can do to promote respect and protect people’s human rights
- Understanding of the relationship between the denial of human rights and recovery and wellbeing
- Understanding of the above in relation to tikanga Māori models and Pacific models of health and community practice
- Confidence in working with people who have experience of mental distress

This Likert scale was repeated at the completion of the workshop. The summary presenting the distribution of responses are as follows:



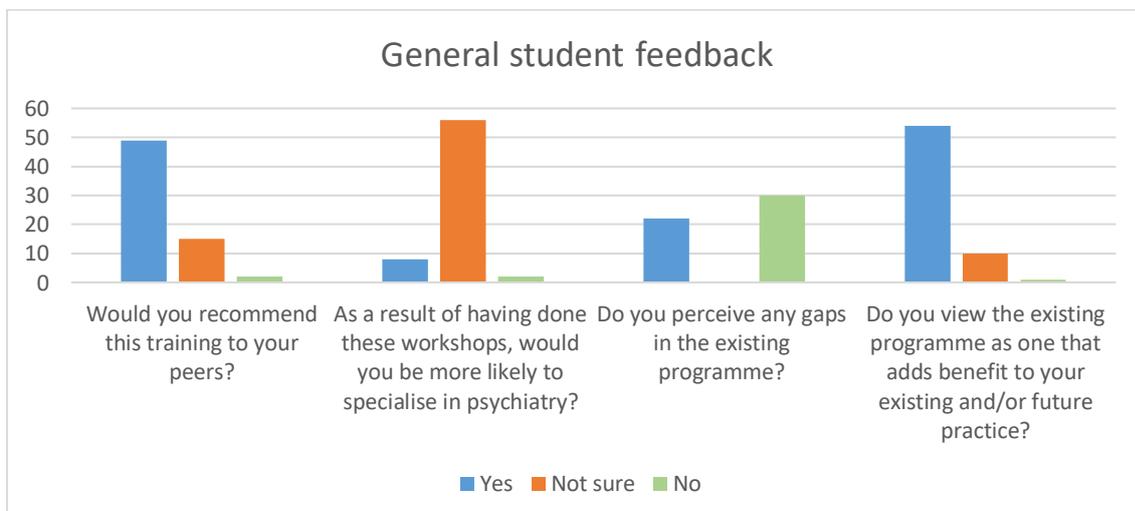
## Part 2: Student Evaluation of Facilitators

Participants were asked to provide feedback about the **Facilitators** on a 4 –point scale. Options were “strongly agree”, “agree”, “disagree” and “strongly disagree”. Responses are recorded below.



## Part 3: Overall Evaluation Responses: General student feedback

Participants were asked to provide their subjective opinion of the workshop using a 3 point scale: “yes”, “not sure” and “no”. They were also asked to provide any other comments they may have had in association with the workshop. Responses are recorded below.



# Appendix C

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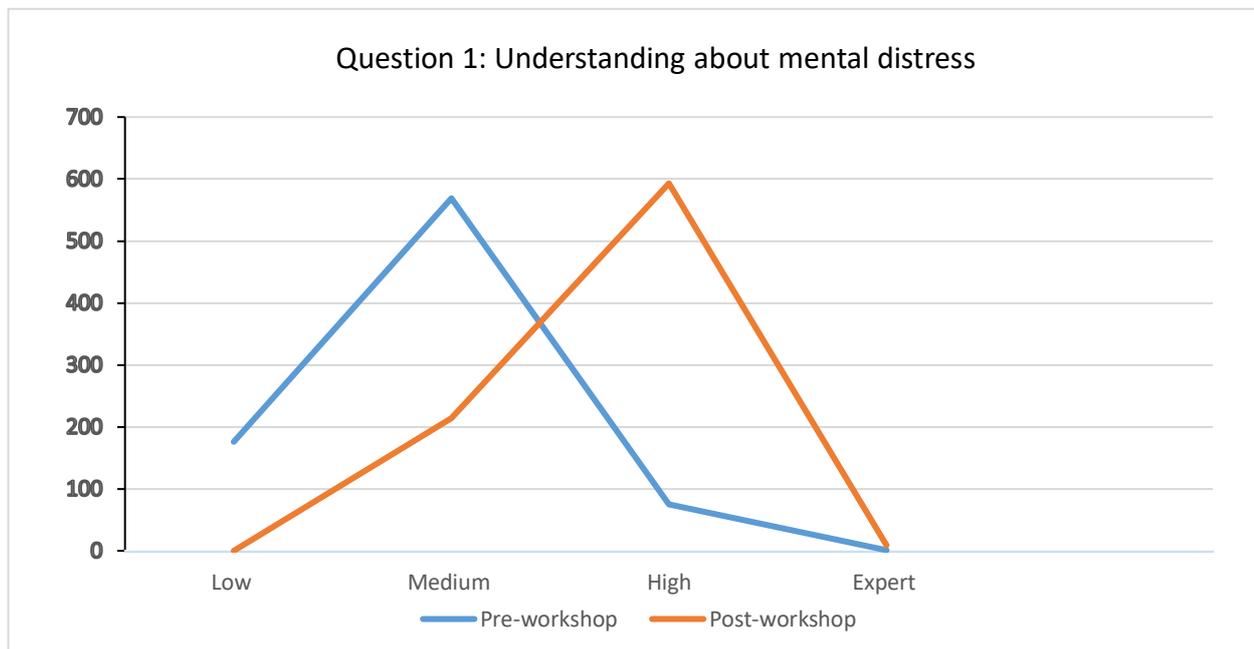
The World of Difference programme delivered 48 workshops to NZ police recruits during 2019. A total of 827 evaluation forms were returned.

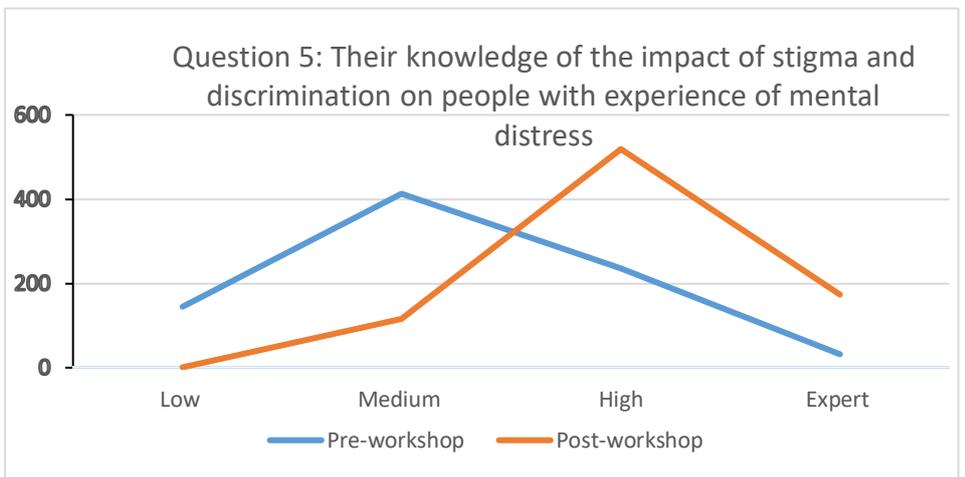
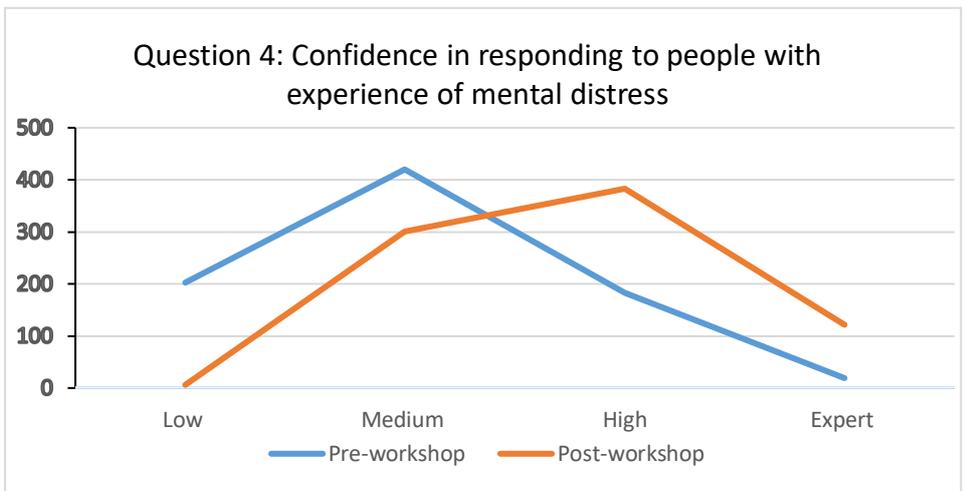
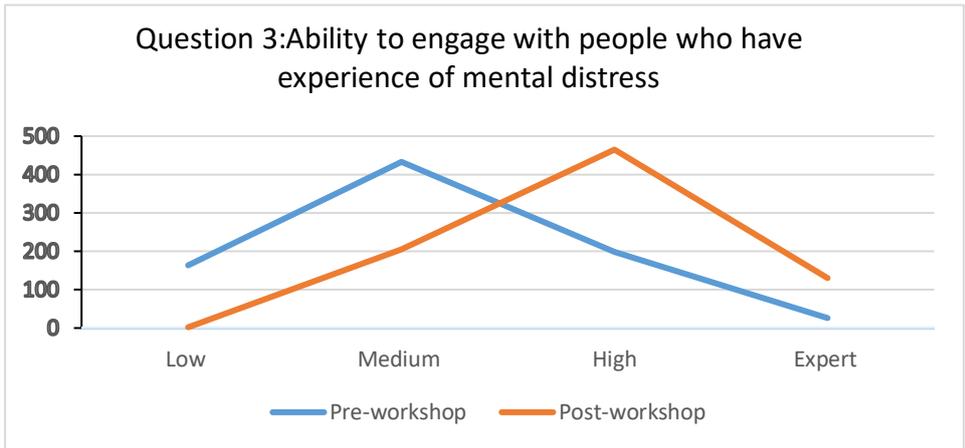
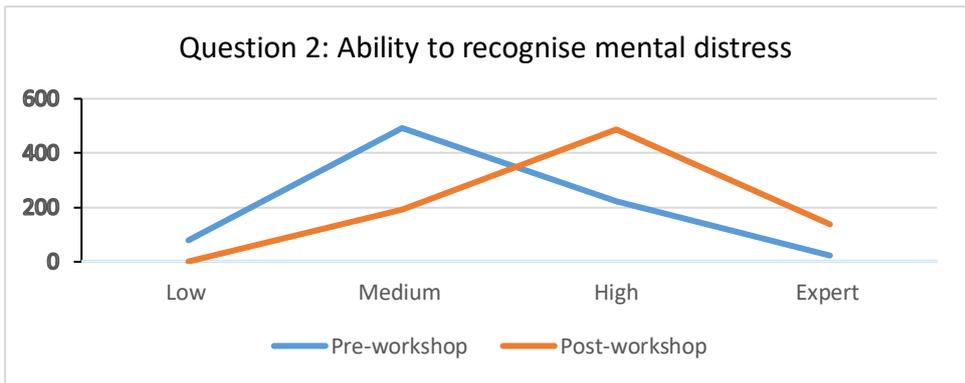
## Part 1: Recruit Evaluation of the Service User Led Workshops

At the beginning of each workshop participants were asked to rate their current level (low-expert) of their:

- Understanding about mental distress
- Ability to recognise mental distress
- Ability to engage with people who have experience of mental distress
- Confidence in responding to people with experience of mental distress
- Their knowledge of the impact of stigma and discrimination on people with experience of mental distress

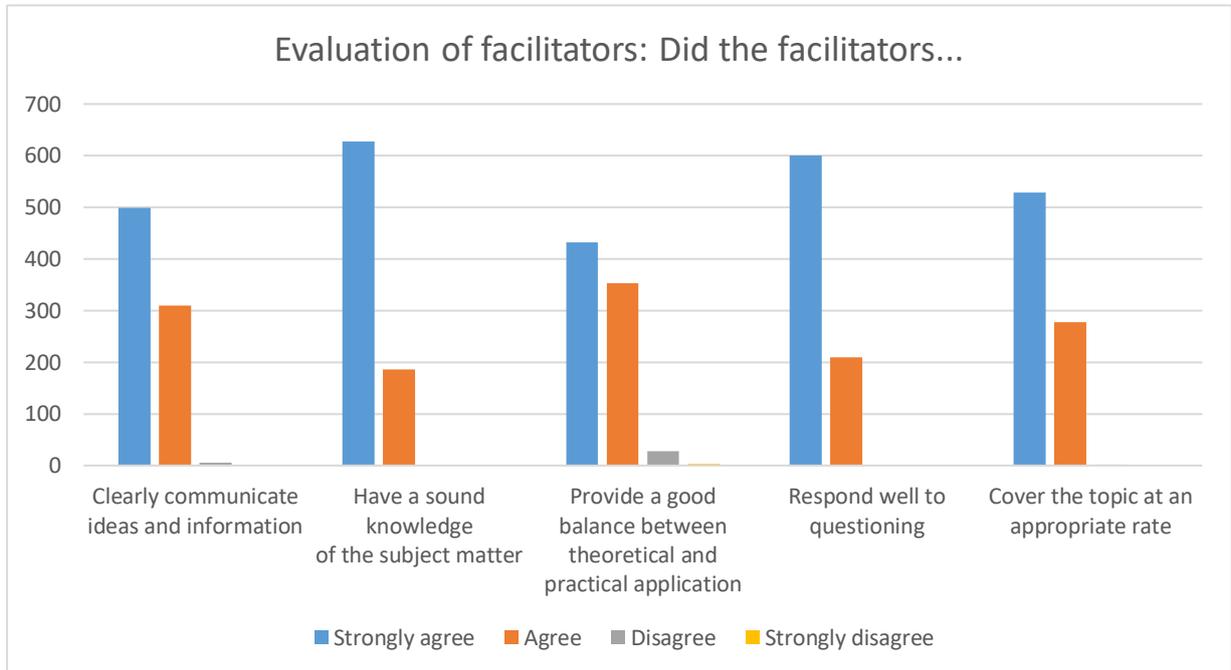
This Likert scale was repeated at the completion of the workshop. The summary presenting the distribution of responses are as follows:





## Part 2: Student Evaluation of Facilitators

Participants were asked to provide feedback about the **facilitators** on a 4 –point scale. Options were “strongly agree”, “agree”, “disagree” and “strongly disagree”. Responses are recorded below.



Participants were also asked if they would recommend this training to their colleagues. Responses are recorded below.

